ePortfolio Articulated Learning Outcomes for Spring

	0 *No Evidence Provided (Resubmit assignment)*	1 *(Identifies- lists or surface level)*	2 *(Describes- detail)*	3 *(Explains- relate to larger context)*
Successes (Feb) (Apr)	None	Lists successes.	Describes specific stories of successes and what support or resources contributed to this.	Describes specific stories of successes and what support or resources contributed to this. Explains what they learned from these successes that they can apply to succeeding in future academic and career goals.
Challenges (Feb) (Apr)	None	Lists challenges.	Describes specific stories of challenges and what support or resources contributed to this.	Describes specific stories of challenges and what support or resources contributed to this. Explains how the internship team helped them learn or overcome obstacles.
Teamwork (Feb)	None	Lists team role and qualities they've displayed.	Lists team role and qualities they've displayed. Describes how role on the team has changed over the year.	Lists team role and qualities they've displayed. Describes how role on the team has changed over the year. Explains how they've grown over the year and where they'd like to continue growing.
Impact (Feb)	None	Lists contributions to the work of the team.	Lists contributions to the team's work and describes how contributions mattered to its larger efforts.	Lists contributions to the team's work and describes how contributions mattered to its larger efforts. Explains a story of how their effort impacted the overall work.
Diverse Perspectives (Feb)	None	Surface-level or vague explanation of what they have learned.	Describes in depth what they have learned from working with others.	Describes in depth what they have learned from working with others. Explains a story of a time they contributed to the team's overall success.

ePortfolio Articulated Learning Outcomes for Spring

	0 *No Evidence Provided (Resubmit assignment)*	1 *(Identifies- lists or surface level)*	2 *(Describes- detail)*	3 *(Explains- relate to larger context)*	4 *(Integrates)*
Goal Setting- Internship Goals (Mar)	None	Lists 3 internship goals.	Lists 3 internship goals and describes tasks to achieve each.	Lists 3 internship goals, explains connection to future plans, and describes tasks to achieve each.	update your progress and what you'll do next under each internship goal.
Goal Setting- Career Goals (Mar)	None	Lists career goal or potential options to explore.	Describes career goal or potential options to explore and why they have this goal.	Describes career goal or potential options to explore and why they have this goal. Explains what they will do or did this year to find out if these goals fit their strengths and preferences.	share how your internship experience confirmed or changed your career planning journey and goals. How confident do you feel in using your self-knowledge and preferences to make career-related decisions now?
Goal Setting- What's next (Mar)	None	Basic or surface-level list of ways goals have changed since LHSI application.	Describes the ways goals have changed or progress made since LHSI application.	Describes the ways goals have changed or progress made since LHSI application. Explains a plan for summer and remaining time in college to continue to work toward goals.	Describes the ways goals have changed or progress made since LHSI application. Explains a plan for summer and remaining time in college to continue to work toward goals. Integrates how internship experience has impacted plans and goals.
Learning Self-Assessment (Mar)	None	Lists skills they are using and where they like to grow.	Lists skills and describes how they are using the skills or how they know they are growing.	Lists skills and describes how they're using or growing them. Explains a plan to grow the skills and how they're building on existing strengths and experiences.	Includes a plan to continue to grow these skills beyond LHSI.
Exploration- Connections to Coursework or Major (Mar)	None	Basic or surface-level connections to coursework or major.	Describes the connections between internship learning and coursework or vice versa.	Explains how internship is deepening understanding of overall purpose of major and career plan.	Overall integrated story of how the internship has deepened understanding of the overall purpose of their degree and time in college.

ePortfolio Construct, Reflection, & Delivery (this section adapted from the AAC&U VALUE Rubrics) for end of spring semester

	0 *No Evidence Provided*	1 *(Identifies)*	2 *(Describes)*	3 *(Explains)*	4 *(Integrates)*
Context of Writing *Awareness of audience and purpose of the ePortfolio.*	None	Language in discussion of the internship project work is not appropriate to broad audiences.	Language in discussion of the internship project work may contain some jargon but is mostly appropriate to broad audiences.	Language in discussion of the internship project work is appropriate to broad audiences.	Language in discussion of the internship project work is appropriate to broad audiences and has a compelling hook to draw attention quickly.
Coherence, Purpose, and Alignment *Coherent story that carries throughout.*	None	Each section of the ePortfolio is presented as independent with no coherent "story". Minimal attention to context, audience, purpose of the ePortfolio.	Some evidence of alignment and coherence between sections. A coherent "story" of the student is beginning to emerge. Basic awareness of context, audience, purpose of the ePortfolio.	Linkages between narrative in one or more sections are presented in a clear and coherent matter. A coherent "story" carries across most of the content. Adequate consideration of attention to context, audience, purpose of the ePortfolio.	Presents a coherent and integrated narrative of who the student is, why they are in college, and their educational and career goals. Thorough understanding of attention to context, audience, purpose of the ePortfolio.
Integrated Reflection *Connections to other learning beyond the internship.*	None	No attempt to demonstrate connections to previous learning or experience.	Little to no attempt to demonstrate connections between the internship and previous engaged learning and/or classroom experiences.	Demonstrates some connections between the internship and material from courses, previous engaged learning, and/or career goals.	Demonstrates clear connections between the internship and material from coursework, previous engaged learning, and/or career goals.
Writing Mechanics *Spelling, grammar, and structure.*	None	Writing includes many typographical, spelling, grammatical, and/or structural errors	Writing includes several typographical, spelling, grammatical, and/or structural errors	Writing includes a few typographical, spelling, grammatical, and/or structural errors	Writing includes very few or no typographical, spelling, grammatical, or structural errors

Rubric based on Holistic Rubric designed for IUPUI University College First Year Seminar ePortfolio and AAC&U VALUE Rubrics

Some portions adapted from the Internship Portfolio Grading Rubric Created by D. Kennell and S. Polak Chadron State College   03-19-2009

Last updated Spring 2024